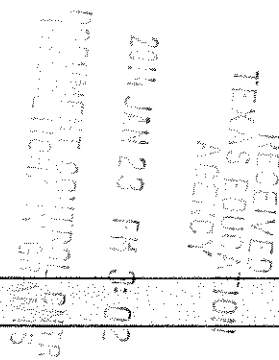


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: center;">  </div>
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Premont Independent School District	125905	PO Box 530	
Mailing address line 2	City	State	ZIP Code
439 S W 4th	Premont	TX	78375
County-		US Congressional	
District #	Campus number and name	ESC Region #	District #
125905	Premont Elementary & Premont Secondary	2	34
			DUNS #
			028765105

Primary Contact

First name	M.I.	Last name	Title
Ignacio		Salinas	Superintendent
Telephone #		Email address	FAX #
361.348.3915		isalinas@premontisd.net	361.348.2882

Secondary Contact

First name	M.I.	Last name	Title
Eric		Ramos	Federal Programs Director
Telephone #		Email address	FAX #
361.348.3915		eramos@premontisd.net	361.348.2882

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Ignacio		Salinas	Superintendent
Telephone #		Email address	FAX #
361.348.3915		isalinas@premontisd.net	361.348.2882
Signature (blue ink preferred)			Date signed



1.22.14

Schedule #1—General Information (cont.)

County-district number or vendor ID: 0125905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Premont Independent School District (PISD) is a high needs, rural, South Texas district, with portions of the district found in Jim Wells county as well as Duval county. PISD has a secondary campus grades 7-12 and an elementary campus grades P-6, and both campuses have been designated as Texas Education Agency Priority campuses and both are in Improvement Required status. These campuses are targeted due to being among the lowest Title I campuses in the state due to math and reading performance. PISD has already begun to address these issues by entering in an unprecedented Alliance with Texas A & M University - Kingsville (TAMUK). The TAMUK Alliance works closely with and supports Premont ISD in the training of school board personnel, providing staff development, offering access to graduate level courses, and facilitating the incorporation of The AVID College Readiness System (ACRS). This academic partnership has great potential and could become a collaborative model for others to follow. TAMUK has also contracted, on behalf of PISD, with the educational consulting firm Ed Point which provides instructional coaching, Response to Intervention (RtI) planning, mentoring for administration, and collaboration in curriculum alignment. Premont ISD works closely with ESC 2 to vertically align all content areas. The critical means of addressing the needs of these campuses is contingent upon teacher quality. Teacher quality is the most important factor in successful student achievement. Skilled teachers are leaving the profession and fewer are entering. The TAP system adopted by PISD will offer a research driven model for school reform allowing teachers opportunities to advance without leaving teaching while also participating in robust, job-embedded professional development with fair, transparent accountability and opportunities for differentiated compensation based on teacher and student classroom performance. However, PISD will take it one step further by ensuring that Master and Mentor teachers represent expertise in all four core content academic areas. Thus Master and Mentor teachers in the PISD TAP system will be content specific. The TAP is essentially based on four elements. PISD seeks to implement these four elements on both campuses within the district.

- Induction and Mentoring:** in addressing the first element, PISD will prepare teachers to succeed with the campus's student population including comprehensive training incorporating not only best practices of TAP but also professional development reframing teacher lenses around providing an equitable education for all students. PISD will provide opportunities for multiple career paths including roles as career, mentor, and master teacher with the latter supported by salary augmentation apropos to responsibilities in those roles. Creating these career paths will allow teachers to not only develop their expertise, but also "pursue a variety of positions throughout their careers- career, mentor, and master teacher –depending on their interests, abilities, and accomplishments." Teachers will be compensated as their roles and responsibilities increase in impact. Funding in this EEIP initiative will support four additional Master teacher positions in each of the four core content areas for the district including substantial salary augmentation and additional contract days. There will be no supplanting of positions. In addition, eight mentor teachers including two per academic core content area (Math,

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

ELA/Reading, Social Studies, and Science) will work across both campuses in the district providing content area expertise.

- Professional Development and Collaboration:** In addressing the second TAP component, robust, ongoing applied professional growth will be facilitated through a restructured school day at the Premont Elementary campuses enabling teachers to meet at least weekly in cluster meetings. This grant proposal has budgeted pay for substitute teachers to provide student instruction to allow teachers release time to meet during these elementary cluster sessions. These meetings led by master and mentor teachers will focus on analysis of student data and collaborative planning for instruction. At semester, the PISD secondary campus went to common conference planning time in grades seven and eight with teachers in grades 9-12 having common departmental planning during the school day as well as a conference period. Potentially, early release dates in the district may also facilitate some of these cluster meetings. Job-embedded professional development will also be supported through a subcontract with Texas A&M University – Kingsville College of Education faculty to support AVID strategies, collaborative peer-to-peer reflective walkthroughs, Vernier math and science probeware training, program evaluation training, and administrative principal coaching.
- Evaluation:** PISD will also implement the third best practice component relative to instructionally focused accountability whereby TAP teachers on these targeted campuses will be observed the recommended four times per year by various trained observers including principals, and master and mentor teachers who will be trained to calibrate and ensure inter-rater reliability through utilization of the TAP research-based rubrics. PISD will provide performance – based compensation whereby teachers in targeted campuses in PISD can earn performance-based compensation each year depending on their own performance as well as student achievement and campus gains.
- Strategic Compensation and Retention:** Also, master and mentor teachers will receive additional compensation based on their increased roles and responsibilities. Additionally, Premont ISD will redouble its efforts to implement even more aggressive recruiting and hiring practices including recruiting and selecting new teachers from the ranks of high achieving recent college graduates, high performing educator preparation programs, or with a proven record of success in improving student performance. PISD currently and will continue to collaborate with TAMUK including recruiting through alternative certification and through TAMUK's teacher education program. Teachers and principals alike on these targeted campuses will participate in a year-long planning and intensive professional development process prior to full implementation of the TAP system. In summary, funds are budgeted for campuses to pay for: 1) additional salary compensation for master and mentor teachers as well as funding to support career teachers that replace those teachers in classrooms; 2) funds for performance awards; 3) funds to support specialists to allow regular classroom teachers to attend professional development cluster meetings; 4) cost for any additional testing needed, and 5) funds to pay teachers for extra training days.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 125905				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$591,150	\$	\$591,150	\$591,150	\$	\$591,150	
Schedule #8	Professional and Contracted Services (6200)	6200	\$257,653	\$	\$257,653	\$257,653	\$	\$257,653	
Schedule #9	Supplies and Materials (6300)	6300	\$5500	\$	\$5500	\$5500	\$	\$5500	
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$	\$10,000	\$10,000	\$	\$10,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$	\$0	\$0	\$	\$0	
Total direct costs:			\$864,303	\$84,875	\$949,178	\$864,303	\$84,875	\$949,178	
1.881 Percentage% indirect costs (see note):			N/A	\$1555	\$1555	N/A	\$1555	\$1555	
Grand total of budgeted costs (add all entries in each column):			\$864,303	\$86,430	\$950,733	\$864,303	\$86,430	\$950,733	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$950,733			\$950,733			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$95073			\$95073			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 125905			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher – Added Master teacher positions in four core content areas	4	4	\$220,000	\$220,000	
2 Educational aide	0	0	\$0	\$0	
3 Tutor	0	0	\$0	\$0	
Program Management and Administration					
4 Project director	0	0	\$0	\$0	
5 Project coordinator	0	0	\$0	\$0	
6 Teacher facilitator (<i>Mentor teachers are existing positions; extra duty pay for extended contract and augmentation below in line 20</i>)	0	0	\$0	\$0	
7 Teacher supervisor	0	0	\$0	\$0	
8 Secretary/administrative assistant	0	0	\$0	\$0	
9 Data entry clerk	0	0	\$0	\$0	
10 Grant accountant/bookkeeper	0	0	\$0	\$0	
11 Evaluator/evaluation specialist	0	0	\$0	\$0	
Auxiliary					
12 Counselor	0	0	\$0	\$0	
13 Social worker	0	0	\$0	\$0	
14 Community liaison/parent coordinator	0	0	\$0	\$0	
Other Employee Positions					
15 Title	0	0	\$0	\$0	
16 Title	0	0	\$0	\$0	
17 Title	0	0	\$0	\$0	
18	Subtotal employee costs:		\$220,000	\$220,000	
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay (8 Mentors x 36 weeks x \$75 per day; 8 Mentors x 5 addtl days for curriculum writing oversight x \$75)	\$ 24,600	\$24,600	
20	6119	Professional staff extra-duty pay (\$7500 x 4 master teachers sal.aug.; 4 master teachers x 10 addtl days at \$375 per day est.; 8 mentor teachers -2 per core content across district x \$ salary augmentation @4000 per plus benefits; 8 Mentors x 375 x 10 ext. contr. Days; 52 teachers district-wide @ minimum 2500 per; 2 principal @\$10K hiring incentive;)	\$257,000	\$257,000	
21	6121	Support staff extra-duty pay	\$0	\$0	
22	6140	Employee benefits	\$89,550	\$89,550	
23	61XX	Tuition remission (IHEs only)	\$0	\$0	
24	Subtotal substitute, extra-duty, benefits costs		\$371,100	\$371,100	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$591,150	\$591,150	

For TEA Use Only

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person: _____
---	---

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: TAMUK faculty university professional development support		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide project management oversight, professional development in AVID, peer to peer walkthroughs and data analysis for content teams; Vernier probeware professional development, program evaluation support, and administrative principal coaching			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: varied	\$184,653	\$184,653
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$184,653	\$184,653	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 125905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2

Specify topic/purpose/service: NIET

☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide professional development support of the TAP Model best practices including NIET Portal access (CORE TAP training 9 days @\$1500 per day plus travel costs; Best Practices 3 days onsite @\$1500 per day plus travel costs; One Day staff training @\$1500 plus travel costs)

Contractor's Cost Breakdown of Service to Be Provided**Year 1****Year 2**

Contractor's payroll costs # of positions: 1

\$69,500

\$69,500

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$

\$

3

Specify topic/purpose/service: Value-Added Vendor

☐ Yes, this is a subgrant

Describe topic/purpose/service: provide growth data relative to student achievement

Contractor's Cost Breakdown of Service to Be Provided**Year 1****Year 2**

Contractor's payroll costs # of positions: 1

\$3500

\$3500

Contractor's subgrants, subcontracts, subcontracted services

\$

\$

Contractor's supplies and materials

\$

\$

Contractor's other operating costs

\$

\$

Contractor's capital outlay (allowable for subgrants only)

\$

\$

Total budget:

\$3500

\$3500

Schedule #8—Professional and Contracted Services (6200) (cont.)

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$0

\$0

a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:

\$0

\$0

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$0

\$0

c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:

\$257,653

\$257,653

d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:

\$257,653

\$257,653

(Sum of lines a, b, c, and d) Grand total

\$257,653

\$257,653

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 125905					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized; Comprehensive Online Data Entry or CODE software to determine performance stipends					\$4000	\$4000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval: Possible workshop supplies and possible additional testing					\$1500	\$1500
Grand total:						\$5500	\$5500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 125905		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval: Travel for NIET Natl Conf 4 Master teachers x \$2000 each plus supt)	\$10,000	\$10,000
Grand total:		\$10,000	\$10,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 125905			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment: 544					
Category	Number	Percentage	Category	Percentage	
African American	1	.2	Attendance rate	92.3	
Hispanic	533	98	Annual dropout rate (Gr 9-12)	7.7	
White	10	1.8	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	39	
Asian	0	0	TAKS commended 2011 performance, all tests (sum of all grades tested)	3	
Economically disadvantaged	380	69.9	Students taking the ACT and/or SAT	52.9	
Limited English proficient (LEP)	59	10.8	Average SAT score (number value, not a percentage)	DNA	
Disciplinary placements	45	DNA	Average ACT score (number value, not a percentage)	17.3	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	0	0	No degree	0	0
Hispanic	36	83.7	Bachelor's degree	32	74.4
White	7	16/3	Master's degree	11	25.6
Asian	0	0	Doctorate	0	0
1-5 years exp.	12	27.9	Avg. salary, 1-5 years exp.	35,292	NA
6-10 years exp.	8	18.6	Avg. salary, 6-10 years exp.	41,712	NA
11-20 years exp.	7	16.3	Avg. salary, 11-20 years exp.	45,451	NA
Over 20 years exp.	8	18.6	Avg. salary, over 20 years exp.	51,183	NA

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	13	46	34	56	33	42	35	29	50	41	51	34	32	48	544
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	13	46	34	56	33	42	35	29	50	41	51	34	32	48	544

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	3	3	3	3	3	4	4	4	4	5	5	5	5	52
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	3	3	3	3	3	4	4	4	4	5	5	5	5	52

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD serves a population of approximately 544 of which 69.9% are identified as economically disadvantaged and 98% of whom are Hispanic. The district was cited by the Texas Education Agency as Improvement Required in 2012-2013 performance reporting on STAAR in 2012-2013. Both campuses are TEA priority campuses. As noted previously, two campuses within the district are identified by TEA as priority campuses include Premont Elementary and Premont Secondary School. These are targeted due to being among the lowest Title I campuses in the state due to math and reading performance. Across the district student performance in nearly every content or grade level was below state average. STAAR passing percentages at Phase I Level II for All Subjects district-wide was 40% compared to the state average of 77%. Final Level II for all subjects is at 10% compared to state average of 35%. Advanced scoring for All Students in All Subjects was a 1% compared to the state average of 13%. Very alarming is fourth grade math that came in at 12% scoring on Phase In Level 1. An analysis of teacher demographics for the district reveals that a high percentage of teachers or 46% have five or fewer years of experience. The average years experience of teachers is 11 with the average number of years teachers have been in PISD being 3.8 years. The turnover rate for teachers in PISD is 41.7%. Teacher quality and retention are an obvious high need for this district that nearly closed its doors in May 2013. However, due to the PISD TAMUK partnership, Commissioner Williams reversed the Accreditation Revoked status of Premont ISD. Even in what were very tough budget times for higher education generally and TAMUK in particular, the University President Dr. Tallant committed collaborative financial support. This EEIP grant initiative could play a complimentary, very crucial, and very visible role in the turnaround of PISD.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve teacher quality yielding through induction, mentoring and creating career pathways that will facilitate improved student achievement through extending the longevity as well as quality of teachers in classrooms.	Implementation of the TAP model will allow PISD teachers on targeted campuses to pursue a variety of positions throughout their careers including career, master, and mentor opportunities. Master and mentor teachers in collaboration with the campus principals will form leadership teams to provide both job-embedded and school based professional development as well as high quality evaluation.
2.	Teachers need ongoing professional development to remain current in their respective fields.	Implementation of the TAP model would restructure the school day on both PISD campuses to provide time during the regular school day for TAP teachers to participate in weekly cluster group meetings at the elementary and provide structure around TAP implementation through the common planning/common conference periods at Premont Secondary. This job embedded professional development led by master and mentor teachers will facilitate teachers in examining student data together, engage in collaborative planning and learn instructional strategies that have proven successful in their schools.
3.	Teacher accountability needs to be instructionally focused.	Implementation of the TAP model funded by this grant on PISD campuses would facilitate TAP teachers being observed in classroom instruction four times a year by multiple trained observers, including principals and master and mentor teachers, using research-based rubrics TAP rubrics.
4.	Teachers should be compensated based on quality performance and improved student achievement.	Teachers on PISD campuses will have the opportunity to earn performance-based compensation each year based on their performance in the classroom, their students' achievement gains and the entire school's achievement growth. Master and mentor teachers would also receive additional compensation based on their added roles and responsibilities. The CODE software will equitably distribute the performance incentives facilitated by value added data analysis software.
5.	Improved recruiting and hiring practices are needed to improve teacher quality.	Implementation of the TAP model will facilitate improved recruiting and selection of new teachers from the ranks of high achieving recent college graduates in partnership with TAMUK through both alternative certification initiative such as the TEACH program as well as TAMUK teacher education graduates, and/or those with a proven record of success in improving student performance.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TAP Project Management	Texas A&M University College of Education faculty members including Gerri Maxwell, PhD as Principal Investigators with over \$20 million funded, managed, implemented at university and ISD level will be responsible for all oversight of the EEIPP grant and the TAP initiative at the targeted campuses for this EEIP initiative most of whom hold Ed.D's or Ph.D's in school leadership. TAMUK will also provide professional development support of TAP and working with diverse student populations.
2.	Superintendent Dr. Ignacio Salinas	Provides district administrative oversight for the EEIPP project for PISD to participate in the project; hold educational doctorate; track record of successful school system turnarounds
3.	Federal Program Director Eric Ramos	Provides district administrative federal program director will provide oversight for the EEIPP project for all four campuses projected to participate in the project; mid-management with strong experience in the field

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
		NOTE: DATES PROVIDED ARE RELATIVE TO Y1 IMPLEMENTATION; ADDITIONAL YEARS WILL HAVE SIMILAR TIMELINE. THANKS.		
1.	Improve teacher quality yielding through induction, mentoring and creating career pathways	1. Establish a PISD Master and Mentor selection committee; may be a subcommittee of the TAP planning committee; should include TAP director	04/01/2014	05/31/2014
		2. Conduct school staff meetings at targeted campuses to review TAP's multiple career path opportunities in PISD. Mentor and Master teacher roles, responsibilities & qualifications, along with the interview & selection process reviewed.	04/01/2014	05/31/2014
		3. PISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP fully the next school year.	04/01/2014	05/31/2014
		4. All master and mentor teaching positions are posted and applications are processed. Market and advertise positions in various venues including service center, TASA job bank, TAMUK and other local universities, district website, etc.	04/01/2014	05/31/2014
		5. PISD Master and mentor teacher applications are reviewed by the master and mentor selection committee and TAP director. Develop a pool of qualified candidates. Conduct interviews and fill positions.	04/01/2014	06/31/2014
2.	Teachers need ongoing professional development to remain current in their respective	1. Six days of TAP core training conducted and attended by entire PISD TAP Leadership team (administrators, masters, and mentors).	04/01/2014	08/15/2014
		2. PISD Leadership team analyzes student test results to develop school cluster plan. Each	05/01/2014	06/01/2014

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD, with the assistance of the TAMUK project management faculty, will implement Stufflebeam's CIPP Model of Evaluation will be used for ongoing formative evaluation and continuous improvement. The CIPP Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems [Stufflebeam, 2002]. Corresponding to the letters in the acronym CIPP, this model's four components are context, input, process, and product evaluation. In general, these four parts of an evaluation respectively ask, What needs to be done? How should it be done? Is it being done? Did it succeed? The emphasis of the evaluation for this project will be on the implementation of the PISD TAP model on the elementary and secondary campuses. However, summative (product) evaluation information also will be gathered on impact in the classroom, as reported by administrators, teachers, and students and evidenced by improved student achievement. In addition to use of the Stufflebeam model for the project, professional development provided to teachers and administrators will utilize a simple evaluation instrument throughout the course of the project asking three simple questions after selected professional development sessions. Those three questions are: 1) What is working?; 2) What is not working?; 3) How can we improve what we are doing? These three questions and their responses will be compiled into an excel spreadsheet, evaluated for themes and posted on the project website for access/transparency to all participants. Recommendations from those evaluations will be applied throughout the project in the vein of constant and continuous improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher quality is a focus in Premont Independent School District. PISD reported 100% Highly Qualified teachers who meet the current federal definition of Highly Qualified. The reality is that with ever increasing student achievement standards designed to ensure that students are college ready, career ready and world ready, concerted efforts to continuously improve teaching are necessary most especially on the neediest priority, focus and Improvement Required campuses. PISD in collaboration with the TAP leadership, as well as TAMUK COE faculty, will continuously review existing district efforts in the area of professional development, recruiting, instructional coaching and the like to seek opportunities for this EEIPP/TAP grant initiative ensuring that existing efforts compliment and maximize one another. Proposed use of the TAP model that is a research-based, replicable model with strong support from NIET will ensure that the project is implemented with fidelity and that in turn will support ongoing commitment to the project's success. Additionally, this EEIPP/TAP grant initiative expects to "professionalize" the role of teachers and when teachers are treated as true professionals as is the intent of the project, this success will permeate the culture and climate of both campuses within the district leading ultimately to increase student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assess improvement in teacher quality through data collection indicators related to mentoring (mentor and mentee)	1.	100% of first year teachers assigned a mentor; attrition rate of teachers assigned a mentor as part of the program implementation
		2.	100% of first year teachers assigned a mentor who teaches/taught the same subject
		3.	Two hours per week minimum - Average number of release-time hours, per mentee, for mentor collaboration
2.	Assess amount of ongoing teacher PD thru indicators.	1.	Two hours per week minimum - Average number of hours of collaboration (plc's, clusters, teams, etc.)
		2.	# and 100% of designated teachers/administrators who participate in the TAP core trainings
3.	Teacher accountability needs to be instructionally focused.	1.	For each domain the percent of teachers scoring the equivalent of proficient +
		2.	For each domain the average numeric increase or decrease over prior year scores
		3.	# of faculty or staff, not including principals or assistant principals, authorized and trained to conduct teacher observations
4.	Assess data related to the additional and differentiated compensation of teachers and administrators relative to EEIPP program.	1.	# and up to 100% of positions that received additional compensation beyond the district's standard salary schedule due to the implementation of this program
		2.	% of teachers receiving differentiated compensation as a result of this program
		3.	Up to 100 % of non-classroom based faculty and staff receiving differentiated compensation as a result of this program
5.	Assess impact of improved recruiting & hiring practices through data collection indicators listed.	1.	# of teachers that accepted the early notification incentive offer.
		2.	# of unique positions (master teachers, instr. coaches, lead teachers) added
		3.	% of teachers and administrators retained, of those offered contracts, from prior yr

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The PISD/TAMUK TAP project management team in collaboration with Master and Mentor teachers under direct supervision of the PISD campus principals and superintendent, will ensure that formative data is collected as listed above in 1-5 and that that data is analyzed on a timely and ongoing basis. Moreover, this PISD/TAMUK team will review data on an ongoing basis in order that this monitoring will facilitate adjustment as needed in ensuring fidelity of implementation of the TAP program as the primary focus of this EEIPP grant initiative. Led by master and mentor teachers, cluster group meetings will facilitate teacher examination of student data together on the elementary and secondary campuses. Collaborative planning for effective instructional strategies stemming from that data will be implemented through modeling and instructional coaching by Master and Mentor teachers in concert with mentee/Career teachers. Additionally, this PISD/TAMUK EEIPP/TAP project will engage a value-added assessment contractor that will utilize statistical modeling to accurately measure student gains at the PISD campuses. In addition to student achievement data, other student data including attendance will be collected, analyzed and acted on as needed to ensure positive student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities

A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership (Spillane, 2006; Scribner, Sawyer, Watson & Myers, 2007) and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, in this PISD grant initiative targets two campuses, educators will work together to establish specific responsibilities and performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "Skills Knowledge and Responsibilities (SKR) score" portion of the TAP performance award. PISD schools will have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for each school including areas such as reflection on teaching or supervision. This 360-degree view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in on TAP campuses.

Master and mentor teacher selection

PISD master and mentor teachers on the elementary and secondary campuses will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. PISD will form a hiring committee consisting of relevant campus level principal and district personnel in partnership with TAMUK in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers will be expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers will have preferred characteristics of possessing a master's degree in a relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. Teachers who demonstrate these required skills are likely to be able to

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

apply their skill set to the challenges of the participating schools within PISD and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted PISD to adopt the same model.

Master and mentor teacher training

All members of the PISD TAP Leadership team master and mentor teachers will be required to attend extensive CORE training during the summer before initial TAP implementation. This initial CORE training will include an overview of the TAP system, an in depth training on the evaluation process, leadership team, cluster group meetings, and field testing. Each PISD leadership team member, including master and mentor teachers, must attend these initial CORE trainings and then successfully complete a certification test prior to becoming a certified TAP evaluator.

Master and mentor teacher release time

PISD master and mentor teachers play essential roles in TAP. In addition to helping create the academic achievement plan for the school, the mentor role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including PISD mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored. Mentor teacher release time will be available for coaching mentees or evaluation and observations. Pay for substitutes is budgeted for Premont Elementary teachers to meet in cluster meetings at least weekly. Premont secondary campus has built in common planning and conference times in grades 7-12 as of Spring semester 2014. Master and mentor teacher release time will be utilized for demonstration or model lessons, evaluation, observation of teachers, team teaching and planning cluster meetings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Evaluation

Classroom observations—announced and unannounced—will be conducted by members of the PISD TAP Leadership Team (principal, assistant principal(s), master and mentor teachers) four or more times a year at the elementary and secondary campuses. To ensure the rigor of these observations, the TAP Leadership Team will undergo training and annual certification in the use of TAP's rigorous classroom evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standards*. The table below illustrates one of the instructional indicators on the rubric.

Teacher Content Knowledge Indicator from the Instruction Domain of the TAP Rubric:

Teacher Content Knowledge	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
	Teacher displays extensive content knowledge of all of the subjects her/she teaches.	Teacher displays accurate content knowledge of all subjects he/she teaches.	Teacher displays under-developed content knowledge of all subjects he/she teaches.
	Teacher regularly implements a variety of subject specific instructional strategies to enhance student content knowledge.	Teacher sometimes implements a variety of subject specific instructional strategies to enhance student content knowledge.	Teacher rarely implements a variety of subject specific instructional strategies to enhance student content knowledge.
	The teacher regularly highlights key concepts and ideas and uses them as basis to scaffold and connect to other ideas.	The teacher sometimes highlights key concepts and ideas and uses them as basis to scaffold and connect to other ideas.	The teacher does not understand key concepts and therefore presents content in an unconnected way.

The rubric will be shared and explained with PISD teachers on the elementary and secondary campuses during the early stages of TAP implementation, providing them with the standards to which they will be held accountable before they are evaluated. PISD TAP teacher evaluations will produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there will be a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session offers PISD teachers the opportunity to develop a plan for building on strengths and improving weaknesses. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the PISD teacher must self-reflect and score each component of the lesson. TAP's evaluation data management system automatically tracks scores to ensure inter-rater reliability and The PISD will work to ensure inter-rater reliability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers on the elementary and secondary campuses in PISD will be evaluated annually using multiple measures, which are combined using a clearly defined evaluation rubric to rate their performance on a 5-point scale.

Evaluating Teachers

PISD teacher effectiveness will be evaluated *annually* based on multiple measures, including student achievement growth at the classroom and school-wide level, the average of scores from four or more classroom observations each year, and a teacher responsibilities survey.

Multiple observation-based assessments per year. PISD will evaluate teachers using members of the TAP Leadership Team (i.e., principal(s), assistant principal(s), master and mentor teachers) four or more times a year in announced and unannounced classroom observations using the Skills and Knowledge rubric from the *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)*. PISD evaluators will be trained to conduct lesson length observations that allow for viewing of the beginning, middle and end of a lesson. The lesson lengths may vary based upon content and grade level. Participation in the TAP model requires four annual observations and the TAP evaluation process is imbedded within a larger scope of professional development for the school. PISD evaluators will be annually recertified before conducting evaluations. The Standards cover "Instruction," "Designing and Planning Instruction," and "The Learning Environment" as defined in 19 indicators scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). Below is an example indicator.

Indicators from the Standard Academic Feedback

Acad. Feedback	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
	Oral and written feedback is consistently academically focused, frequent and high quality.	Oral and written feedback is mostly academically focused, frequent and high quality.	The quality and timeliness of feedback is inconsistent.
	Feedback is frequently given during guided practice and homework review.	Feedback is sometimes given during guided practice and homework review.	Feedback is rarely given during guided practice or homework review.
	The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	The teacher circulates to during instructional activity to support engagement and monitor student work.	Teacher circulates during instructional activity but mostly monitors behavior.
	Feedback from students is regularly used to monitor and adjust instruction.	Feedback from students is sometimes used to monitor and adjust instruction.	Feedback from students is rarely used to monitor and adjust.
	Teacher engages students in giving specific and high quality feedback to one another.	Teacher engages students in giving specific and high quality feedback to one another.	

The rubric is taught and teachers are thoroughly trained prior to the tool being used in an observation. TAP teacher evaluations produce more than a score; before each announced visit, teachers have a "pre-conference" session with their evaluator to discuss expectations and areas of focus. Then after all classroom observations, there is a "post-conference" session with the evaluator to discuss the findings. This cognitive coaching session will offer PISD teachers the opportunity to develop a plan for building on strengths and improving weaknesses. PISD evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy and transparency of the evaluation system. Additionally, the teacher must self-reflect and score each component of the lesson.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Responsibilities survey. Leadership performance standards are established for PISD master, mentor and career teachers, providing an additional measure of effectiveness. These performance standards are measured using a responsibilities survey that takes into account the different responsibilities and leadership roles of the teachers in each position. The survey is scored on a 5-point rubric that ranges from Unsatisfactory (1) to Proficient (3) to Exemplary (5). The average score on the responsibilities survey is combined with the average scores on the observation-based rubric (Skills and Knowledge) to form a final Skills, Knowledge and Responsibilities score (SKR score). See below for an example indicator from the Responsibilities survey.

Performance Standard	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
The career teacher develops and works on a yearly plan for new learning based on analysis of school improvement plans and new goals, self-assessment, and input from the master/mentor teacher and principal.	Regularly	Sometimes	Rarely

Student growth measures. PISD teacher effectiveness and differentiated compensation will depend in significant part on student growth measures *at the classroom level*. TAP's teacher evaluation system differentiates levels of effectiveness using multiple ratings categories on all measures; uses student growth at the classroom- and school-level as a significant factor; and requires teachers and principals to be observed multiples times a year using research-based rubrics by multiple trained and certified evaluators. For both teachers and principals value-added assessment, will be conducted by a reputable vendor thus providing a rigorous measure of student growth. Value-added also controls for factors external to the school environment, which produces a fair and transparent evaluation of PISD teacher and principal effectiveness.

Additional factors. PISD teachers' evaluations on the elementary and secondary campuses will also partially depend on value-added growth at the school level and the responsibilities survey. Both of these measures are scored on a five-point scale.

Teachers Evaluated Using a Research-Based Observation Tool. The *TAP Skills, Knowledge and Responsibilities Performance Standards (Standards)* establish a 19-indicator, research-based observation rubric of effective teaching, spanning the sub-categories of instruction, designing and planning instruction, and the learning environment. The rubric offers a content-neutral, objective means to evaluate PISD teacher effectiveness on a five-point scale. The scores from the four or more observations each year will be combined with the score from the responsibilities survey to calculate the summative SKR score.

The *Standards* were developed based on education psychology and cognitive science research focused on learning and instruction. They are aligned with professional teaching standards as they were based on an extensive review of publications from national and state teacher standards organizations. The *Standards* identify a range of proficiency on various indicators, providing a more accurate representation of teachers' instruction.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

PISD will implement with fidelity best practices from the TAP system. However, PISD will take it one step further by ensuring that Master and Mentor teachers represent expertise in all four core content academic areas. Thus Master and Mentor teachers in the PISD TAP system will be content specific. The TAP system incorporates both strategies that research studies have found to be potentially effective—collaborative learning teams and instructional coaching (Biancarosa et. al, 2010; Sanders et. al, 2009). But TAP also takes the next critical step by helping schools create an infrastructure that supports high-quality PD through best practices of distribution of leadership, facilitation of professional learning communities, and job-embedded professional development and will ensure that the activities ultimately deliver positive results, both for teachers and for their students. The PISD TAP system will combine collaborative teams and classroom coaching to maximize the potential impact of both strategies.

On the elementary and secondary PISD campuses, teachers will receive one-on-one coaching from master teachers and mentor teachers. These same teacher-leaders will also lead collaborative teams of teachers called “cluster groups,” which meet weekly to learn and develop new classroom strategies and to analyze the impact of those strategies on student learning. After every cluster meeting, master and mentor teachers will provide targeted follow-up coaching to help teachers master and effectively implement the strategies they worked on during the meeting, carefully calibrated to meet each teacher’s individual needs. PISD’s master and mentor teachers will also serve on a school-wide TAP Leadership Team, led by each campus principal, which will set clear goals for cluster groups and monitors their progress to ensure success

PISD is committed to implementing this high-impact model of professional development (Elmore, 2002). As previously stated, the TAP system combines collaborative teams and classroom coaching to maximize the potential impact of both strategies in improving the skills of teachers in the classroom. In traditional models of professional development educators are likely to attend a session provided away from their school site with content delivered by external presenters. In this traditional model there is rarely follow-up provided with teachers in order to ensure that they have adequately applied the new information to their classroom instruction, or are being supported in their new professional learning. In contrast, the experts leading the professional development in TAP schools are working in the same facility and with the same students as the teachers that they are supporting.

Unlike the fragmented and disconnected approach to professional development still common in most schools, the PISD TAP model implementation will provide teachers with a highly structured and focused form of professional development that is ongoing, job-embedded, collaborative, driven by analysis of a teachers' specific student achievement data, and led by expert instructors. In the PISD TAP initiative, master teachers, mentor teachers and the principal will have explicit responsibility for planning and leading a range of inter-related professional development activities. While the professional development structure is common across TAP schools, the content is entirely driven by careful analysis of student and teacher needs on each campus. Typical professional development activities will include:

Cluster Groups. PISD will restructure the school schedule at the elementary campus (and has already restructured for

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Spring semester at the Premont Secondary campus) to provide time during the regular school day either through cluster meetings or common conference and common planning times, for groups of teachers to collaborate on analyzing student data and learning new instructional strategies to improve student learning. Instructional strategies are selected by master teachers based on detailed analyses of student achievement data and are only introduced to teachers in the cluster group after the masters teachers have successfully field tested or vetted and the strategies in actual classrooms so they can demonstrate student learning gains. After PISD master teachers introduce a new strategy, PISD teachers will use the strategy in their classrooms then return to cluster meetings with pre- and post-test data from formative assessments so that the group can discuss how well the strategy worked and refine it further if necessary.

Individualized Coaching. In the PISD TAP system, master and mentor teachers will follow up after cluster meetings and common planning times to provide every teacher with one-on-one coaching. They are provided training, authority, time, and additional compensation for these roles, and their extensive, individual work with classroom teachers will be described in detail in their supplemental contracts. PISD master and mentor teachers will carefully calibrate the content and form of coaching to meet teachers' individual needs based specifically on the students in the teachers' classroom. PISD Master and mentor teachers will employ a wide range of coaching techniques that can be adapted to suit teachers' individual needs. Some teachers may benefit most from "lighter" coaching in which the master or mentor teacher observes the teacher applying the new strategy during a lesson and then follows up with reflective questions and feedback. Other teachers may benefit most from a demonstration lesson during which they get to observe the master teacher modeling the strategy again, this time with an actual classroom of students. Still other teachers might need more intensive shoulder to shoulder coaching wherein they co-teach a lesson to a classroom of students—right alongside the PISD master or mentor teacher.

PISD master and mentor teachers will regularly visit teachers' classrooms at the elementary and secondary campuses to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. For example, master or mentor teachers will visit classrooms to coach teachers on a new instructional strategy after introducing it during a cluster group meeting. Coaching can take place outside the classroom, too: PISD mentor or master teachers can meet with teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a lesson went.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Ongoing job-embedded professional development designed to support PISD teachers on the PISD campuses in increasing their skills and effectiveness as an essential element of the TAP system. Professional development will be provided by school-based expert master and mentor teachers, who have been hired and selected to take on additional responsibilities based on their records of improving student achievement and successful work with adult learners. For teachers to have substantive learning opportunities, practitioners and researchers have emphasized the need for schools to redesign the workplace and create ample time for teachers to meet during their regular work hours (Education Week, 2004). As mentioned PISD will restructure campus schedules on the elementary campuses to allow professional development activities to take place during the school day while the secondary campus will use common planning and common conference periods to facilitate this work. Every week, PISD master and mentor teachers will lead career teachers in "cluster groups," small professional development sessions focused on instructional improvement for increasing student achievement. Cluster groups are grade-or subject-specific and typically have five to eight members. Professional development extends into each classroom as master teachers model lessons, observe instruction and support teachers to improve their practice. In this way the professional development not only focuses on instructional strategies as previously discussed but is also tied to evaluation results and student assessment data.

TAP Addresses the Needs of Schools, Teachers and Principals

Rather than rely on outside experts offering one day workshops, PISD will seek on its campuses to recruit and develop their own experts who structure professional development around: 1) the needs of students as identified through classroom assessments; 2) the needs of teachers as identified through classroom observations and student work; and 3) the needs of principals as identified through needs of teachers and students. Data from students in the school building will be analyzed regularly during PISD TAP Leadership Team meetings and weekly cluster groups to ensure that the professional development remains focused on improving student outcomes.

PISD TAP Leadership Team (TLT) Meetings. The PISD TLT analyzes student and teacher observation data for persistent areas of weakness across the campus. The broad needs of each school, as identified by the leadership team, will inform the topics for the weekly cluster meetings. For example, in schools with weak scores on reading comprehension, the PISD TLT's will utilize or create assessments to isolate specific sub-skills of reading comprehension (e.g., making inferences). The TLT monitors the research of specific student-based strategies and the vetted results to plan for cluster implementation.

Cluster Groups. Master and mentor teachers on targeted campuses in PISD, will use group settings (cluster meetings) and individual opportunities (e.g., coaching; model teaching) to help teachers build their skills. TAP cluster groups will focus on building teacher expertise with specific instructional strategies or tools applicable across the subject matter. The need for specific instructional strategies or tools is identified through analysis of student work from individual

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

teachers' classrooms. Master and mentor teachers use evaluation data (SKR score and value-added data) through CODE to analyze areas for improvement across the faculty and for an individual teacher, and address these areas of need in weekly cluster meetings.

These strategies will help PISD teachers on targeted campuses focus on how students learn and the methods teachers can use to enhance instruction. Master teachers in PISD will use existing research and experts within and outside the TAP network to select student learning strategies. As stated by Jerald (2009), "Importantly, the new instructional strategies introduced during cluster meetings are not just 'best practices' brought back from a conference, but rather carefully identified and adapted strategies that relate directly to the school's improvement plan." PISD master and mentor teachers will teach, or field-test, the strategies with students in the school while systematically tracking progress in the targeted skill. This allows them to model the strategy effectively for teachers. A master teacher may field-test a strategy multiple times, adjusting the instruction until it results in growth for all students.

At each cluster meeting, PISD teachers on elementary and secondary campuses will analyze student work to determine the impact of a previous strategy on their students' growth. Based on those results, they will then identify modifications or extensions they may need to provide to their students. Additionally, teachers will be required to administer pre- and post-assessments to their students so they can measure progress towards mastering the targeted skill. These assessments are focused on a specific student learning need and are aligned to the state assessment, which can provide teachers with predictors for how students will ultimately perform on the school's high stakes tests.

Other Support. All PISD TAP teachers on its campuses will be provided the opportunity and resources to improve their skills and raise student achievement. This is particularly relevant for teachers who are not meeting the criteria for effectiveness. Professional development does not end with the cluster meeting. PISD TAP teachers will also receive individualized support in their classrooms. This support is based on the needs of the teacher and may vary from lesson planning to a master or mentor teacher modeling the strategy in a teacher's classroom. The value of this support is magnified by the fact that the teacher receives guidance from the same PISD master teacher throughout the year, ensuring that the master teacher, as the provider of professional development and evaluations, has had an active role in tracking the progress and needs of a specific teacher.

As noted, teachers who have demonstrated ongoing effectiveness also benefit from this individualized attention. In their case, support from expert master teachers will serve to further hone their skills in the classroom. PISD teachers with sustained effectiveness will have the opportunity to take on expanded roles and responsibilities as PISD master and mentor teachers.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

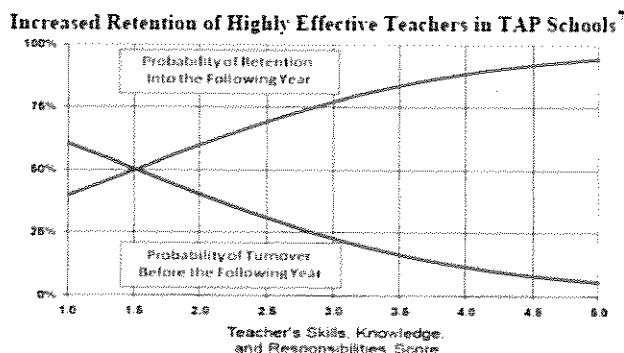
Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Structure of Performance-Based Compensation in the TAP System

Performance-based compensation for teachers. The PISD TAP System will reward teachers, principals and other personnel who demonstrate effectiveness on multiple measures - including student growth and classroom observations - with differentiated levels of bonuses. PISD teachers will earn performance-based compensation based on evaluation measures: classroom value added, school-wide value added, and SKR scores. PISD has established a dollar amount per teacher into an annual performance award fund for the elementary and secondary campuses. Performance awards for core academic teachers will be based on the weights including 50% for the average teacher evaluation score, 30% for individual classroom achievement growth and 20% for school-wide achievement growth. Teachers in non-academic areas can earn performance awards based on 50% for their teacher evaluation score and 50% for school-wide achievement. In the event that the individual classroom achievement portion is not applicable due to a teacher teaching an untested grade or subject, the teacher's 30% weight for classroom achievement gains will be shifted to school achievement gains or student learning objective (SLO) where applicable.

Minimum performance levels have been established for each portion of the award. PISD teachers at campuses must score 3 or higher to earn either the classroom or school-wide value-added portion of performance pay. Minimum SKR scores are different depending on the teacher role, reflecting the different responsibilities and expectations for career, mentor, and master teachers. Career teachers must earn a minimum average score of 2.5 or higher, mentor teachers a score of 3.5 or higher and master teachers a score of 4 or higher to qualify for the SKR portion of the performance pay. A PISD teacher could earn a partial award for meeting minimum performance levels for one of the measures, even if he or she did not meet minimum performance levels on the other two measures. Within each measure, teachers receive a larger award as their score increases, differentiating incentives and ensuring performance awards are of sufficient size to affect behavior.

The size and structure of TAP performance awards have been proven to affect educator behavior and recruitment and retention decisions in high-need schools as shown in the chart below, "Increased Retention of Highly Effective Teachers in TAP Schools."

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

TAP uses multiple measures and a mixed model of group and individual incentives to achieve the behavioral changes necessary to recruit and retain effective teachers and to increase buy-in, collaboration, and collegiality in TAP schools such as PISD. TAP's *individual* performance incentives are comprised of classroom value-added (when available) and SKR scores. The school-wide value-added measure is TAP's *group* performance incentive. TAP's comprehensive approach to incentives attracts effective teachers and principals because of its opportunities for expanded pay and supportive working environment in high-need schools. In addition, PISD's TAP's performance-based incentives, instructionally focused accountability and on-site professional development support continuing improvement in teaching and leadership skills. In this way, the PISD TAP model implementation increases the percentage of effective educators in a school through a combination of recruitment and retention.

- A study of a performance incentives program in North Carolina found improvements in student achievement associated with award sizes as small as \$1500 (Vigdor, 2009).

Research outside of education shows bonuses are effective when combined with other elements:

- Research has shown that features other than the magnitude of awards, such as how performance incentives are structured and presented, appear to moderate the influence of performance incentives (Bonner, 2002; Heneman, 1998; Taylor et al., 2009).

Size of awards. Performance incentives have proven high enough to change behavior in the context of the TAP system of comprehensive reform. PISD will create a fund for performance bonuses by setting aside a designated amount consistent with the research recommendations.

Structure of award. Classroom student growth measures are an important part of measuring teacher performance since they are more closely linked with individual teacher performance. PISD teachers can analyze the link between their students' achievement growth and their own instructional skills, with the help of the leadership team. This helps teachers to better understand specifically how to change their own practice to increase their students' achievement.

Basing a portion of the overall incentive on the PISD school-wide value-added measure is important for two critical reasons. First, not all teachers receive individual classroom scores, and this measure gives them an opportunity to receive bonuses based on the whole school's student achievement growth. Second, theory, research and 14 years of experience in TAP schools indicate that school-wide performance awards promote professional collaboration, staff collegiality, and alignment of organizational resources with instructional goals. The optimal approach to incentives is to balance individual and group incentives wherever possible as it motivates high personal performance as well as positive contributions to teamwork.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

According to leading education writer and policy expert Craig Jerald, "The TAP design does not achieve alignment merely by including teacher evaluation and professional development along with teacher pay in the model, but rather by employing several explicit strategies that allow other school-wide practices to support and reinforce differentiated compensation, and vice versa" (Jerald, 2009). The PISD TAP model implemented at campuses intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need districts such as PISD.

As previously described, master and mentor teachers on campuses in PISD, will be selected through a performance-based selection process that includes intensive interviews and may include conducting model lessons. PISD will form a hiring committee consisting of relevant school and district personnel in order to assist in the hiring process for both master and mentor teachers. Both master and mentor teachers are expected to have a record of increasing student achievement; excellent communication skills; an understanding of how to facilitate growth in adults; and instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains. Additionally, master teachers in PISD will be preferred to have a master's degree in a relevant academic discipline; at least five years of successful teaching as measured by performance evaluations (two years for mentor teachers); and demonstrated expertise in content, curriculum development, student learning and data analysis. PISD teachers who demonstrate these required skills are likely to be able to apply their skill set to the challenges of the participating schools and districts, and are likely to be effective. This hiring process for master and mentor teachers has been implemented in other TAP schools with great success, which has prompted PISD to adopt the same model for the elementary and secondary campuses in this application.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Defining Educator Responsibilities. A core element of the TAP system is the career path, which includes master teachers, mentor teachers, and career teachers. This path distributes school and instructional leadership, and creates different job expectations and responsibilities for different types of teachers. Although TAP provides guidelines about the responsibilities of TAP teachers, PISD educators at the two campuses will work together to establish specific responsibilities performance standards will be established for master, mentor, and career teachers to document areas and levels of effectiveness and provide benchmarks of performance. The responsibilities surveys play a role in determining teacher performance and pay. Responsibilities surveys are aggregated with classroom observation scores to form the "SKR score" portion of the TAP performance award. PISD's schools have the autonomy to customize the responsibility survey to include role-specific responsibilities that are a priority for the school such as reflection on teaching or supervision. This full view of the multiple career paths provides accountability and ownership of the differentiated roles and responsibilities for instructional leaders in a TAP school.

Multiple career paths incentivize teachers to take on new leadership roles (i.e., mentor and master teacher) and additional responsibilities with corresponding increase in pay. In PISD on the campuses, "career teachers" will be defined as regular classroom teachers and mentor teachers are released a portion of their time. Master teachers in PISD will play a completely new role as they are typically not assigned to a specific classroom, but rather work as an instructional leader with teachers and deliver high-quality instruction directly to students. Master and mentor teachers will be selected through a competitive, performance-based hiring process and form a TAP Leadership Team (TLT), along with the principal, to deliver school-based professional support and conduct classroom observations. As previously detailed the PISD master and mentor teachers will be responsible for providing professional development through cluster group meetings, PISD TAP Leadership Team (TLT) meetings, providing classroom support for observations including coaching, modeling, co-teaching, demonstrating lessons, conducting pre- and post-conferences and providing other individualized support.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for PISD to implement this initiative upon award.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

It has been determined that there is no need for a waiver at this time for PISD to implement this initiative upon award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 125905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for PISD to implement this initiative upon award.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It has been determined that there is no need for a waiver at this time for PISD to implement this initiative upon award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD is a small district supporting 544 students on one elementary P-6 campus and one secondary 7-12 campus in what is considered a district so in need the state of Texas nearly closed its doors in 2013. This historic partnership between Texas A&M University- Kingsville and Premont ISD is evidence of the commitment needed to implement social justice in practice. The number of students being taught in U.S. rural schools has increased from just over 9 million in 2007 to over 10 million in 2009 (Johnson & Strange, 2009). Additionally, a recent report by the U. S. Department of Education (USDE) (2011-2012) noted that in eight states, including Arizona, Tennessee, Texas, South Carolina, Georgia, Alabama, New Mexico, and Florida, rural school district enrollment grew by over 22 percent from academic years 1999–2000 through 2008–2009. While some might argue against the investment of funding in very small districts like PISD, the rural context across Texas, in districts like Premont ISD, and across the nation is one that cries out for solutions. The geographical context of rural areas implores socially just interventions that can be replicated in similar contexts. Harvey (1996) said:

The distribution of the benefits and the hardships in society, together with the way they are allocated.

Geographers are particularly concerned with the spatial expression of social justice; where do the advantaged and disadvantaged groups live, why do they live there, and what is the connection between their place of residence and their future advantage or disadvantage.

Without the commitment of Texas A&M University – Kingsville, Premont ISD may have folded for a number of reasons including declining enrollment, aging facilities, low academic achievement, etc. However, not only TAMUK but also surrounding school districts, regional service centers, individuals and others collaborated as well to keep open the doors of Premont ISD that stands as a symbol to the challenges rural schools face. The foundation has been laid. The EEIP initiative provides funding, and TAP provides a structured framework for improvement targeting the very heart of classroom improvement that being the classroom teacher. The funds couldn't go to a more important or noble cause.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 125905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Establish a PISD Master and Mentor selection committee; may be a subcommittee of the TAP planning committee; should include TAP director
2. Conduct school staff meetings at targeted campuses to review TAP's multiple career path opportunities in PISD. Mentor and Master teacher roles, responsibilities and qualifications, along with the interview and selection process are to be reviewed.
3. PISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP fully the next school year.
4. All master and mentor teaching positions are posted and applications are processed. Market and advertise positions in various venues including service center, TASA job bank, TAMUK and other local universities, district website, etc.
5. PISD Master and mentor teacher applications are reviewed by the master and mentor selection committee and TAP director. Develop a pool of qualified candidates. Conduct interviews and fill positions.
6. Six days of TAP core training conducted and attended by entire PISD TAP Leadership team (administrators, masters, and mentors).
7. PISD Leadership team analyzes student test results to develop school cluster plan. Each teacher's students' scores are provided to master teachers for distribution and setting goals.
8. PISD Administrators and master and mentor teachers in TAP schools participate in a two-day TAP training, CORE: Evaluation B, and master and mentor teachers participate in a one day training, CORE: Field Test.
9. Each PISD TAP campus conducts the two-day TAP Startup of School Workshop. The leadership team facilitates this workshop.
10. Each TAP school formally presents the following: School goals aligned to cluster group goals; Cluster group assignment and schedules; Review of operations/guidelines for cluster groups; Review of Individual Growth Plan (IGP); Review of Instructionally Focused Accountability and Performance-Based Compensation Systems.
11. PISD Principal/Superintendent presents the TAP instructionally focused accountability system to the school board for approval to implement TAP fully the next school year.
12. PISD Leadership team analyzes student test results to develop school cluster plan. Each teacher's students' scores are provided to master teachers for distribution and setting goals.
13. PISD conducts the two-day TAP Startup of School Workshop. The leadership team facilitates this workshop. Each TAP school formally presents the following: School goals aligned to cluster group goals; Cluster group assignment and schedules; Review of operations/guidelines for cluster groups; Review of Individual Growth Plan (IGP); Review of Instructionally Focused Accountability and Performance-Based Compensation Systems.
14. Value-added assessment utilizing statistical model for student gains to accurately measure student growth.
15. First practice evaluations are completed for all teachers.
16. PISD creates TAP performance award committee.
17. Establish amount of funds school designates for performance bonus awards each year.
18. PISD Performance awards are to be based on three award pools: 1) skills, knowledge and responsibilities-50%; 2) classroom achievement gains -30%; and, 3) school-wide achievement gains – 20%. Committee establishes how these funds will be disbursed and timeline for disbursement.
19. PISD Committee establishes how award funds will be disbursed and timeline for disbursement.
20. PISD Committee determines salary augmentation amounts for Master and Mentor teachers and determines any longevity incentives in those roles.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 125905 | Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both the elementary and secondary campuses in PISD were provided with an orientation to the TAP implementation model via powerpoint materials provided by the NIET. After discussion and consideration on both targeted campuses, site-based teams convened and decided whether to support the initiative or not. Both targeted campuses reached consensus regarding supporting the opportunity to support the TAP implementation and the EEIP grant initiative. Letters of support are available on file within the district demonstrating that support if needed upon award of the grant. Funding from this EEIP in collaboration with other funding streams in PISD, and the TAMUK university partnership, will support a comprehensive implementation of the initiative upon award of the grant funding.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD intends to implement the TAP program district-wide at both the elementary and secondary campus in the district in order to build teacher quality and capacity across the district based on this EEIP grant initiative including the TAP implementation model.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: